**Lesson 2:**  **Carrie Long**

**NBCT Music**

Spotlight on Music pg 265: **One, Two, Three, Four, Five**

1st grade: RHYTHM, Melody, High/Low, Mi Sol La, instrument playing, ear training

Week 1:

* Teach song until it is familiar to students. You may choose to introduce the song a few weeks before you teach this lesson. Use high and low voices for B section: Solo 1= low voice, Solo 2= high voice
* Ask children to clap or pat the rhythm of the words.
* Set up the tone bars into C pentatonic. Ask children to play the rhythm of the words on the bells anywhere they would like. When they hear the low solo 1, ask them to play the rhythm on the low C tone bell, and for the high solo 2, the high C tone bell.

Week 2:

* Review song by singing as a class.
* Ask students to determine how many pitches are in the song? (3, mi, sol, la) See if they can show you different levels on body percussion. EX: Sol=clap, La=snap, Mi=pat (Make sure students realize the B section is spoken and therefore does not have a true pitch.)
* Group the students into 3’s each taking a corresponding boom whacker. G= teal, A= purple, E= yellow. Ask them to figure out the melody showing the different levels by playing the instruments at different heights. EX: Sol=knee, la=head, mi=floor.
* See if students can work together to figure out the melody by using the boom whackers. Make sure to circulate to all groups to see how they are progressing. Take turns having groups perform the song with the boom whackers for their class. (\*If students are having a difficult time with this activity, you may choose scratch the individual groups, to demonstrate the correct progression to the whole class, and then simply split the whole class into 3 groups each taking a specific pitch. If only certain groups are struggling, simply pair them with another group which is excelling.)

Week 3:

* Review the song by singing as a class.
* Remind the students that we begun this song by playing the RHYTHM anywhere on the tone bells they chose.
* Remind students that last week, they determined the pitches on the boom whackers for the melody of the entire song.
* Set the tone bells back up into C pentatonic. See if the children can now pick out the MELODY using the correct tone bell pitches. Remind students that during the B solo section, they will play the high and low C bells as they did in the first activity.